

Box Elder School District Performance-Based Compensation Plan 2008-2009

Components of the Performance-Based Compensation Plan

- Who is eligible for the performance-based compensation?
- The criteria to be used for awarding the performance-based compensation.
- The instruments or assessments to be used to measure or evaluate performance.
- The amount of performance-based compensation to be awarded.
- Whether the performance-based compensation will be based on individual, team, or school-based performance.

Who is eligible?

Professional staff, including teachers, counselors, speech & language pathologists, administrators, etc., who are currently assigned to fulfill an academic role are eligible to receive performance-based compensation.

Support staff, including paraprofessionals, technology support, secretarial/clerical, custodial/maintenance, nutritional and transportation support staff are eligible to receive performance-based compensation.

Substitutes, student employees are not eligible.

Participation in the performance-based compensation program is optional for all eligible employees.

Criteria Used to Award Performance-based Compensation:

Performance Indicators for Instructional Staff

Teachers and other instructional staff will identify and demonstrate exceptional performance by selecting up to three Performance Indicators – Student Academic Growth, Implementation of Standards-Based Curriculum and one performance indicators selected by the teacher(s). Teacher selected performance indicators include; Effective Instructional Practices, Professionalism and Leadership, Parent Involvement and Community Engagement, Satisfaction Survey or Other. Following are descriptors of each Performance Indicator.

Student Academic Growth: (required if only one performance indicator is selected)

Exceptional teachers ensure that students achieve significant academic growth. Teachers will identify the assessment instrument and quantify measurable objectives to demonstrate student achievement gains in their area of instruction. Teachers will identify assessment instruments that they will use to verify student academic growth. Teachers will analyze student achievement data

for their content area and propose a plan to demonstrate academic gains. Pre- and post-assessment, as well as, formative tools will be used to measure student academic gains.

Measures to be used:

Student achievement gains will be measured by the Utah Core Assessment, for those courses included in the CORE assessment program, DIBELS, or where no CORE assessment is given for a particular subject or course, other assessment measures as determined by the employee and the employee's supervisor.

Implementation of Standards-Based Curriculum: (required if only two performance indicators selected)

Exceptional teacher regularly dialogue with colleagues about student learning in relation to standards and checkpoints and engage in collaborative action to improve student performance. Exceptional teachers insure students understand what they are expected to know and be able to do and can articulate in specific terms what it means to reach standards or checkpoints. Students can describe where they are in regards to the standard and know what they need to improve to achieve it.

Measures to be used:

Satisfactory performance on this selected indicator, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Effective Instructional Practices: (option #1 if a third performance indicator is selected)

Exceptional teachers are versed in research-based practices and conscientiously implement elements of best instructional practice. Teachers will identify research-based instructional and assessment practices that they will implement to demonstrate instructional improvements. Teachers will show evidence of team collaboration that demonstrates analysis of student achievement data, implementation of appropriate instructional practice, prescription of targeted intervention strategies, and appropriate remediation or enrichment activities.

Measures to be used:

Satisfactory performance on this selected indicator, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Professionalism and Leadership: (option #2 if a third performance indicator is selected)

Exceptional teachers and staff members are role models for students and for the community. Teachers and staff members demonstrate model behavior in areas such as attendance, punctuality, appearance and follow-through with work assignments. Exceptional staff members create an environment of positive supports as evidenced in their interactions with peers, students, parents, administrators, and the community at large.

Measures to be used:

Satisfactory performance on this selected indicator, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Parent Involvement and Community Engagement: (option #3 if a third performance indicator is selected)

Exceptional teachers and staff members are not only aware of the importance of parent involvement and community engagement; they advocate and promote opportunities for these types of interactions. Exceptional teachers recognizes that students are our primary constituents, that parents are our primary clientele and, as such, provide opportunities for parents and the community to have meaningful involvement with the class, school or district.

Measures to be used:

Satisfactory performance on this selected indicator, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Satisfaction Survey: (option #4 if a third performance indicator is selected)

Satisfaction surveys are often regarded as the most accurate barometers of success. Obtaining feedback in a timely and useable format helps ensure that an exceptional teacher is meeting and exceeding expectations, and gives insight on where changes should be made to increase satisfaction and overall success.

Measures to be used:

Satisfactory performance on this selected indicator, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Or Others Identified by the Instructional Staff Member and Their Immediate Supervisor: (option #5 if a third performance indicator is selected)

An instructional staff member can identify and seek approval of another performance indicator from their immediate supervisor.

Measures to be used:

Satisfactory performance on this selected indicator, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Performance Indicators for Non-Instructional Support Staff:

Exceptional staff members are acutely aware that Box Elder School District exists because of students. They recognize that teachers play the most critical role in providing for academic achievement. Exceptional support staff members create systems and structures that enhance the school environment so that student safety and well-being are evident and contribute directly to the instructional environment. A required indicator for employees, other than instructional staff, shall include a satisfaction survey of those directly impacted by the employee's assignment (Examples: staff members, administrators, non-teaching certificated employees, etc.).

Measures to be used:

A successful survey will be determined by the employee having an average rating score above the satisfactory performance rating on the instrument being used.

A required indicator for all employees will be satisfactory professional conduct as rated by the employee's immediate supervisor.

Measures of successful accomplishment of indicators will be based on 2008-2009 performance only.

Amount:

The amount of performance pay is dynamic. This amount will increase or decrease commensurate with the numbers of eligible participants and accumulated points. The actual amount earned will be based on whether the instructional staff member successfully completes one, two or all three of the performance indicators. The actual amount earned for non-instructional support staff will be based on the number of average rating scores above the satisfactory performance rating level and other applicable performance indicators.

Basis for Dissemination:

Box Elder School District will establish an application process by which employees may participate in the performance-based compensation program and choose the basis by which they participate:

- Individual employee
- Team, Grade-level or Department-level
- School-level